

*September  
1965*

## BULLETIN BOARD

A page of topical news items, some  
printed before, some new . . .  
all pertinent to our readers

### *A New President*

During the latter part of this spring, the Fraternity was forced to accept the resignation of President James H. Hill with deep regret. Brother Hill's health did not permit him to remain in this position of responsibility. The Board of Directors, meeting toward the end of June, selected John R. Padget to succeed Brother Hill in this important post. John has served a short term as Vice President in 1962 and has been on the Board of Directors since 1960. John has a BS and MS from Cornell and an MBA from Harvard. He is at present Assistant to the Vice President (Marketing) at the J. I. Case Company.

### *Employment Possibilities*

Our National Fraternity Headquarters is interested in hearing from members who would be interested in working full or part-time for the fraternity. Positions are available from

time to time which can be rewarding and interesting for those who can qualify. Direct your inquiries to Executive Secretary A. Lawrence Barr, Kappa Delta Rho, Inc., 481 North Dean St., Englewood, N. J. 07631.



Left to right; President R. E. Strider of Colby, Starbuck Smith, III, retiring Chaplain Osborn.

### *The Condon Medal*

The highest non-academic award given to a senior at Colby College is the Condon Medal, presented for the year 1964-65 to Starbuck Smith III, a Xi brother from Cincinnati, Ohio.

The award is presented to a senior who, by vote of his classmates and approval of the faculty, is "deemed to have exhibited the finest qualities of citizenship and has made the most

significant contribution to the development of college life."

### *Unused Fellowships*

Every year millions of dollars in Fellowships for Master's and Doctorate degrees are not used. This rather surprising statement can be better understood when the complexity of trying to locate and compile these aids to advanced education is realized. It would take a student more than 5,000 man hours, 12,000 letters and several thousand dollars to do this for himself.

This information is now available to everyone through a new book, *Current Financial Aids for Graduate Students*, published by College Opportunities Unlimited, Inc., 824 North Cooper, Peoria, Ill. Price is \$7.50 per copy. 24,000 graduate fellowships are listed stating where they are, when to apply, stipends, qualifications, fields of study and number available.

### *An Article and a Speech*

Your editor was honored with publication of an article in *The Fraternity Month* April 1965 issue, and an invitation to speak before the College Fraternity Editor's Association Convention in Atlantic City in July 1965. Both subjects dealt with ways of improving fraternity magazines.



# THE

## KAPPA DELTA RHO FRATERNITY

Founded at Middlebury on May 17th, 1905 by \*George E. Kimball, Gino A. Ratti, Chester M. Walch, \*Irving T. Coates, \*John Beecher, Thomas H. Bartley, \*Benjamin E. Farr, \*Pierce W. Darrow, Gideon R. Norton and Roy D. Wood.  
\*Deceased

### THE QUILL & SCROLL

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Notice of change of address, giving both old and new address should be forwarded at least forty days before date of issue.

All manuscripts and correspondence submitted for publication should be addressed to the Editor, Charles F. Beck, R.D. No. 1, Macungie, Penna., 18062. Photographs should be sharp, glossy prints.

Closing date for editorial copy: the first of the month *preceding* date of publication.

Print run this issue: 8,500

*member of the national  
interfraternity conference*



president



vice president



exec. secretary



editor



volume lxxi, no. 3  
september 1965

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## THE EDITOR'S FORUM

This editorial is directed exclusively to our undergraduate chapters on campus. There's been a lot of talk and printed pages in recent issues pinpointing the need for readability in your magazine. While this applies to feature articles, in which there has been a degree of improvement, it also applies to all the other columns and sections . . . including news from the chapters.

It may be difficult for the local chapter to understand how an issue such as this one comes into being. There are *some* references to undergraduates throughout this issue, but they are few and far between. The summer hiatus does not lend itself to chapter activity, of course, and we have received very little material with which to work. If we don't have it, we can't use it. The publication is your forum as well as that of the graduate member and every opportunity is open to you that is open to them. Exceptionally good or imaginative copy on a single subject will be open for feature article consideration. When we receive sufficient material we include a Sports page in our columns. *Bulletin Board* is open to short, topical, important news items of interest to the fraternity at large. *On Campus* has been the section in which most copy tends to be concentrated. The pages are here and it's up to you to help fill them. If you find little of interest to the undergraduate, you have no one to blame but yourselves.

The key word in that last sentence was "interest." When you send in material from your chapter, have you ever considered its *interest* to (a) other chapters' undergraduates, and (b) the fraternity at large? How many times have you dashed off a "report" (the worst possible word for any piece

of literature) about activities best left to the chapter newsletter, written without the slightest touch of humor or imagination? Chapter X at the other end of the country could not care less about trivia. Graduates, even from your own chapter, will simply scan this type of copy. What then do we expect? How can you write to interest others?

It really isn't that difficult. Imagine yourself in the reader's chair. Spice your copy with anecdotes; concentrate on one or several individuals or groups within the house; send us some off-beat material on someone's vacation or hobby; tell us about your chapter's traditions, honors, prizes and peculiarities; write about a particularly memorable occasion; help week activities; short stories; but above all, make it interesting reading. As a guide, use your imagination to the extent that an outsider might be willing to pick up your submission and be *interested* in it.

We do not expect literary masterpieces . . . but we do expect more than the quick rehash of routine events that happen every year in every chapter. And we do expect copy written specifically for the *Quill and Scroll*. We are on the mailing list of some of our chapters' newsletters. We appreciate receiving them, and occasionally we may be able to dig out some filler items or an article from them, but you cannot expect a newsletter referring to a specific group to be of national concern. Your contribution to the national fraternity magazine should be specifically for this journal. And the more interesting it is, the more interesting your magazine will be, and the more recognition your chapter will receive nationally. Whenever you see an issue that appears to be shy of undergraduate material, you will know you and your fellow chapters are not living up to your responsibilities. □





### words we love to hear

"My husband is a member of Eta Chapter at the University of Illinois, and has received the *Quill and Scroll* for many years. The recent issues have been most interesting! Instead of hastily scanning them, we both have read them from cover to cover; then torn them apart to send certain articles to our son, who is a student at Northwestern University at Evanston, Illinois.

"We hope that we can find something of interest to contribute to your magazine in the future. In the meantime, we will be looking forward to the September and November issues."

Mrs. George R. Avery  
Flossmoor, Illinois

*We are striving to increase readability . . . and to bring this magazine out of the rut of self-centered trivia. Letters such as this are most encouraging.—Ed.*

### patterning response

"Thank you so much for your wonderful article in the *Quill and Scroll* of Kappa Delta Rho. Without any exaggeration we were thrilled with it.

"We have had approximately six or seven letters through your efforts. One came from Lewisburg, Penna., one from East Meadow, Long Island, one from Dannville, Indiana—another from a fraternity brother who is working in San Francisco, California. So you see no matter how large or how small the inquiries, if there is only one who can be helped it has been worth-while and worth the effort.

"You might be interested to know that The Peterson Patterning Machine Company is doing quite well. There are always problems connected with any new business especially one which starts on a shoestring. What more reward could there be than to see the smiles of these children so eager to be helped by patterning. We don't look for any other reward—only to continue to help them and to continue to tell others of this therapy.

"Again, our sincere thanks for every effort you put forth."

Mrs. W. Jerome Peterson  
Staunton, Virginia

*The article "Out of Despair . . . Hope" came in as a direct result of our appeal for unusual, human interest copy.—Ed.*

### safari comments

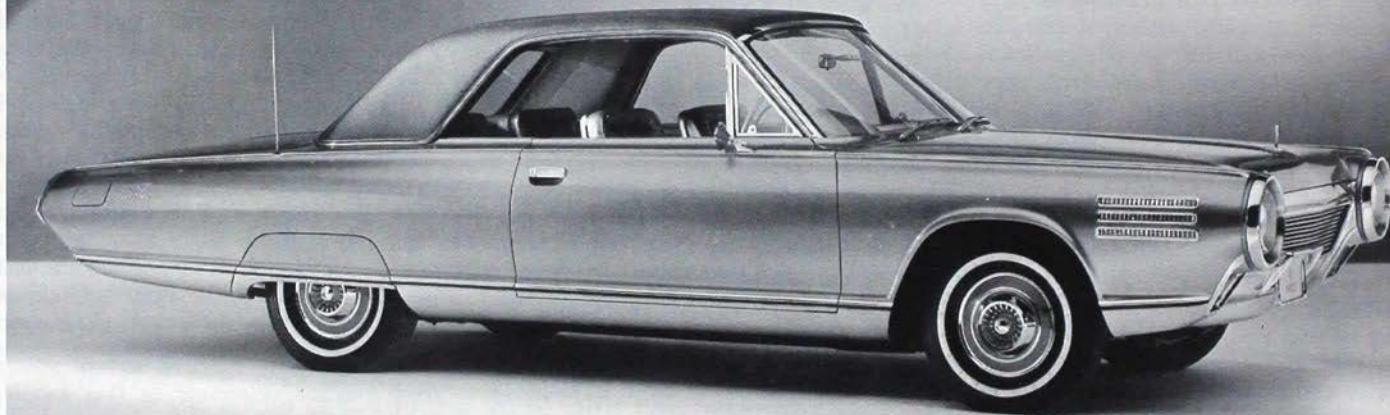
"Congratulations on the wonderful 'Safari' spread. You certainly did an outstanding job of editing, picture selection and the opening page. Your efforts to create a new image for the magazine are really paying off. I found several of the articles extremely interesting.

"As for comments on the safari, I received a card from Percy E. Fellows, Alpha Chapter, the other day, expressing his interest. In addition, several of the alumni in the San Francisco Bay Area have mentioned it orally. No doubt others will comment later."

R. Wayne Goodale  
San Francisco, California

*We, too, have received several letters from readers interested in this article. Continuation of the new image of the Quill and Scroll depends on one thing only: submission of interesting copy. You don't have to be an author or an editor to have interesting experiences. Just tell us about yours . . . we'll evaluate it and print it if it makes interesting reading.—Ed.* □

## *A Look Into the Future*



### *The Turbine Car* / by Harry E. Chesebrough, Mu '32 Vice President, Product Planning & Development Chrysler Corporation

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the quill and scroll*



It is now ninety-eight years since a German engineer named Nikolaus Otto cranked up the world's first internal combustion engine. That turn of the crank in a small workshop in Germany signaled the beginning of what was to become one of the world's largest industries. In this country alone, one of seven jobs and one of six businesses is in some way connected with the automobile business. Forty percent of the consumer durables sector of the Gross National Product is accounted for by automobiles. And even now, nearly one hundred years after its invention, the internal combustion engine powers practically every one of the 85 million motor vehicles on our streets and highways.

The modern version of the piston engine is a good one, and it will continue to improve. There is no reason to believe it can not serve us another hundred years. But while we work to improve it, we are not satisfied to stand pat. We are looking for the new and the better, for totally different concepts in engine design.

The first such engine to be placed in a passenger automobile is now powering fifty cars built by Chrysler Corporation. The Chrysler Corporation Turbine Car is currently being used in a nationwide consumer test program to determine its acceptability as a passenger car. This engine, like any other, is constantly being improved. The present version is a fourth generation away from the original we built just over ten years ago.

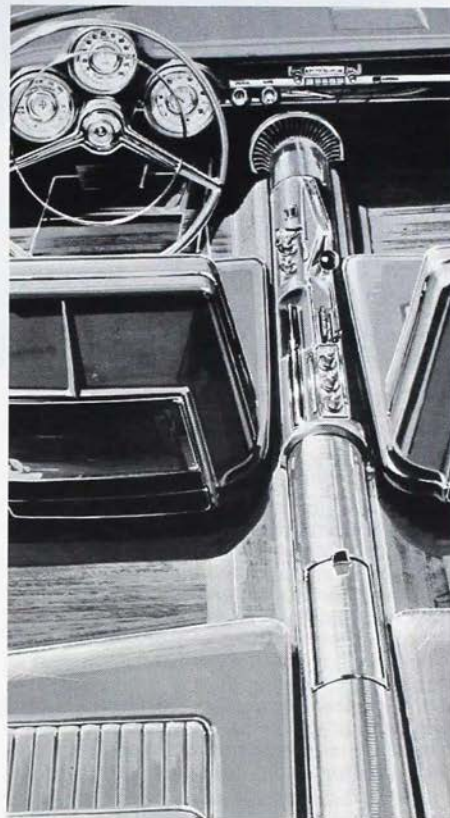
It has only one-fifth the moving parts of a conventional engine. It needs no oil change,

and there is no radiator to be filled. It cools itself as it runs. There is only one spark plug. The drive wheel rotates without vibration on two simple sleeve bearings. The engine will operate on any fuel that burns and runs through a pipe. In Georgia we ran it on turpentine. On Fifth Avenue in New York we used Chanel #5. In Mexico City we poured in a gallon of tequila and drove away.

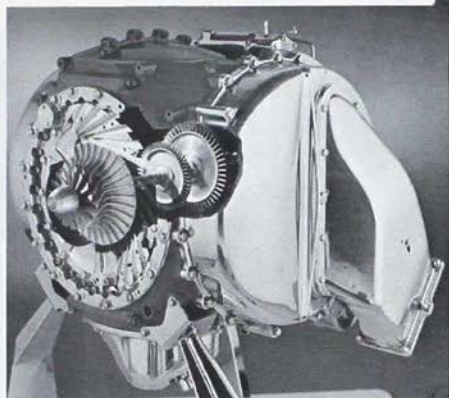
The turbine engine is as much a departure from the conventional automobile engine as today's jet engines are from the old piston power plants on a DC-3. Where we once clawed our way into the sky, with propellers thrashing the wind, there is now a steady, full-throated, smooth burst of power as a modern jet angles up off a runway. The same sensation can be had in a turbine car.

Four million people have seen the Chrysler turbine car at shows and exhibits around the country. Several thousand people have taken rides in the car. Two hundred people have actually kept the car for a period of three months, driving it as they would their own private automobiles, seeing how they reacted to the prolonged use of a turbine-powered car under all kinds of geographic and climatic conditions.

This consumer test program is now in its final weeks. When all the reports are in, when the information we have gathered from two years of market research has been tabulated and studied, and when manufacturing studies have been completed, the decision will be made about the future of this turbine car.



*Unique full length functional console accents the copper-toned interior of the turbine car.*



*Cutaway drawing of turbine engine. Right, distinctive rear deck identifies car.*



Whatever that decision is, the automobile business will never be the same. The turbine car, which has stirred up so much excitement among the motoring public, stands as a kind of symbol of the desire of all Americans for the new, the better, and the different. Car buyers are well satisfied with the products they are now receiving. And they are proving it in the best way possible —by buying them in record numbers. But at the same time, they look for new ways of traveling from one place to another. And they encourage us by their interest to keep stretching our minds for new products and new transportation ideas.

The turbine car is also a symbol of the automobile industry's response to that pressure, of its constant search for new and better ways to provide a personal transporta-

tion service for its customers. The most important thing about the turbine, as I see it, is not so much that it runs on exotic fuels, or that it has one-fifth the moving parts of piston engines, important as those things are. Of far greater importance to me is the fact that this car represents a breakthrough into the unknown, a new kind of thinking about automobiles and transportation. That is why we will never be the same again. This car—and the new ideas it represents have pointed the way to the future.

The future of our business shows every sign of being tremendously exciting. Whether the car of tomorrow is driven by turbine power, fuel cells, or electricity is not so important. What is important is the constant search for new ideas, the challenge to the automobile industry to come up with the

daring new breakthroughs. Incidentally, it's a challenge more of our young people might well consider accepting. I am sure that those who do will find an unexpected opportunity for great personal satisfaction. □

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Harry E. Chesebrough, *Mu '32*, has spent more than a quarter century in the automobile industry at Chrysler, in capacities ranging from road test supervisor to corporate vice president. He is currently responsible for engineering research, product planning, cost estimating and styling.





The lawlessness and agitation which has occurred on the Berkeley campus of The University of California moved President Clark Kerr to say:

"Some elements have been impressed with the tactics of Fidel Castro and Mao Tse-tung."

By **DR. WALTER S. BLAKE, JR.,** Dean of Students, Willamette University

It is also interesting to note that the *National Observer* of December 7 reports that the "Free Speech Movement," which started the rioting and disorders on the campus, was composed of "a willful minority of radical students." The University of California has long been known for its toleration, without indorsement, of political dissenters and protest movement, so the issue of "free speech" on that campus is patently phony.

#### *Honored for "Freedom"*

In fact, President Kerr was just last year awarded the Alexander Micklejohn Award for Academic Freedom in 1964, from the American Association of University Professors; but is now accused by "Free Speech Movement" leaders and faculty sympathizers of suppressing freedom of speech on the campus!



What, then, is the most likely cause of the problem which has embattled one of this nation's great universities? Although all the evidence is not in as yet, it is quite apparent already that some of the leaders in these disturbances were not university students.

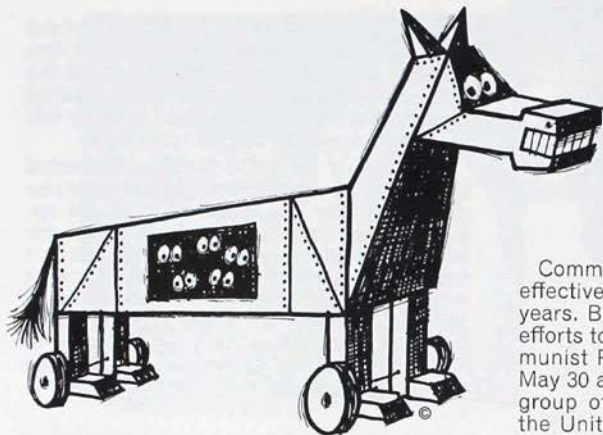
Indeed, over 100 of the 814 people arrested during the sit-in at Sproul Hall were not students. Dr. Kerr has said that some Cal uprisings have included "as much as 40 per cent off-campus elements" in the various mass demonstrations and other incitements which have occurred. One can very easily surmise that the Communists and fellow-travelers have contributed significantly to the problem at the University of California when the plans of the Communist Party, U.S.A., are known and understood.

#### *Lenin Aimed at Youth*

A brief review of those plans and some standard Communist tactics of subversion seems to be in order at this point.

International Communism is dedicated to the Leninist principle that youth will decide the issue of the great struggle between the Communists and the Free World. This is part of what Lenin had to say on the subject of youth agitation:

"We must make it our business to stimulate in the minds of those who are dissatisfied only with the university . . . that the whole political system is worthless . . . we must train our workers . . . to become political leaders able to guide all the manifestations of this universal struggle, able at the right time to dictate a program of positive action for the discontented students."



This "positive action" means the violent overthrow of any government in power not dominated and/or controlled by the Communists, by any and all means, including student rioting, and any and all forms of lawlessness by students.

### *Youth in Vanguard*

Youth are now in the vanguard of the rioting and demonstrations which take place in countries all over the world. Venezuela, Iraq, Cuba, South Korea, Turkey, Japan, and Laos are all examples of nations where "student" riots have played an essential part in the overthrow of governments. These and other governments were overthrown internally just as surely and thoroughly as if by outright military defeat.

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the quill and scroll*

Communists have been working hard and effectively on American campuses for many years. But the most serious and successful efforts to subvert youth date back to a Communist Party Conference held in New York May 30 and 31, 1959. At that time a selected group of young Communists from all over the United States met to devise a program to attract youth to the party. After this Conference, campuses all over the United States became prime targets for Communist infiltration and recruitment campaigns.

### *New Group Organized*

Party spokesmen utilized every opportunity to lecture on their views on campuses across the country. Two of the most active young Communists in the party, Daniel Rubin and Danny Queen, were included on the party's national committee. Rubin was given full responsibility for youth affairs. A new Marxist Youth organization, "Advance," was organized in New York City. Plans for a new Marxist youth publication were formulated, which, Rubin pointed out, would present a "Marxist Analysis of the youth movement and socialist Marxist-Leninist outlook." The publication was to be called "New Horizons," but was not to be labeled a Marxist

publication to avoid identification with the Communist party.

The drive to capture youth was further accelerated at a youth conference held in Chicago beginning Dec. 30, 1960. Two major items for the agenda were the establishment of a Communist Party Youth front in lieu of the ill-fated "Labor Youth League" and "American Youth for Democracy," and to plan to have on instant call an organized student group for tactics of incitation, disruption and agitation.

### *Dress Rehearsal Held*

A dress rehearsal of youth exploitation in the United States was the rioting and disorder which occurred at the meeting of the Committee on Un-American Activities, May 12-14, 1960 in San Francisco. The American people, and indeed the people of the world, were subjected to the spectacle of Communist-led students literally disrupting a hearing authorized and conducted by the United States Congress.

Films and FBI publications show that Communist leaders were present at the hearing and were actively leading the student demonstrations. Careful planning went into this Communist maneuver even to the follow-up emphasizing "police brutality" in dispersing the rioters.

Predictably, the Communists have since devoted much time and effort to minimizing the role played by Communist organizers in riots. Fifty-eight of the 62 persons arrested as a result of the riots in San Francisco were college students.

The reaction of the student defendants was interesting indeed. They signed a state-



ment which read, in part, "Nobody invited us, nobody misguided us. We were led by our own convictions and we still stand firmly by them."

### "Cynical Exploitation"

They were apparently dangerously unaware of the cynical exploitation being practiced upon them. It is interesting to note that the tactics used by the 814 sit-in demonstrators at Sproul Hall at the University of California were very similar indeed to those used at San Francisco City Hall in May of 1960.

A very recent development in the Communist party's unrelenting drive to subvert youth is the establishment of the W.E.B. Dubois Clubs of America in June, 1964 to recruit young citizens. These "clubs" comprise a new national Marxist youth organization, organized and published to dupe unwary youth into thinking they are anything but Communist inspired and led. The Dubois Clubs chose as their official insignia a half-white, half-black circle encompassing a white hand and a black hand under a dove. The symbols of unity, brotherhood, and peace are represented for an ideology which engenders and encourages discord, hate, and violence—a classic example of Communist deceit and a basic Communist tactic.

### Inclination to Rebel

Youths of college age have a natural inclination to rebel against any authority, of course, so almost anyone who skillfully exploits this built-in rebelliousness can be quite successful. Many would rather be free of rules than obey them. The skillful agitator can persuade the unwary that his only chance to get rid of an "unfair," "Un-Ameri-

can" aspect of campus life is to show the administration that he "means business." How to do that?

Well, picketing, boycotting and other such methods are used by people everywhere who are willing to stand up for their "rights": It does not take long for a few student and faculty manipulators to incite a whole campus over such an issue. It is all too easy to convince a cadre of susceptible, vocal students to initiate action of some kind, and soon the bandwagon psychology engulfs virtually everyone.

Once the incitement materializes, the agitators have accomplished several important things:

*They have sown the seeds of distrust between the students and their administrators, thus insidiously planting the seeds of distrust of all authority, including the United States Government; they have disrupted normal administrative procedures, thus creating difficulties for the loyal faculty members and the administration; and they have made it easier*

*to organize another and more serious demonstration the next time the opportunity arises, planned and led by picked, experienced faculty and student leaders.*

Every American citizen has access to authoritative, concise information about the many ways the Communists are waging war actively against us through our youth, by writing for information from one or more of the following sources: The FBI, The House Committee on Un-American Activities, and the Senate Internal Security Committee.

The many-faceted Communist conspiracy and the basic means of solving the problems it causes has been succinctly stated by J. Edgar Hoover: "We can defeat Communist ideology and at the same time reinforce the structure of our own democracy by the combined process of exposure and education."

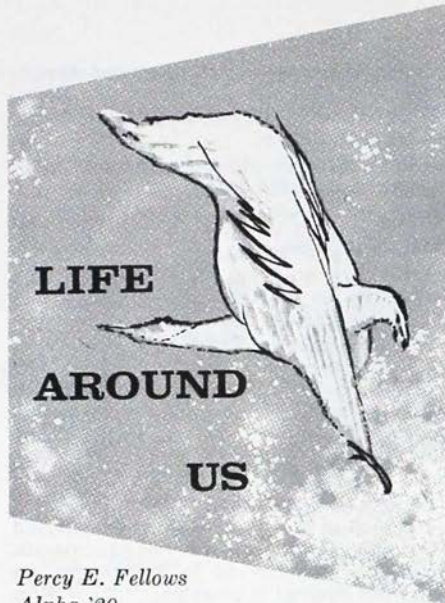
Those who would destroy the United States are gambling that they will not be exposed effectively, and that we will not educate our children and ourselves to the danger we face from internal subversion. □

"TURMOIL AT BERKELEY" by Dr. Walter S. Blake Jr., dean of students and associate professor of education at Willamette University, is another in a series of articles prepared for fraternity magazines by "Operation Challenge," a project of the College Fraternity Editors Association.

Permission to reprint the article or any portion thereof must be obtained from the

Author and the Operation Challenge Committee.

The members of the Operation Challenge Committee are: Ralph F. Burns, Alpha Sigma Phi; Herbert L. Brown, Phi Sigma Kappa; Robert D. Lynn, Pi Kappa Alpha; Durwood Owen, Pi Kappa Phi; John Robson, Sigma Phi Epsilon; Carl J. Gladfelter, Chi Phi; and Francis Wacker, Delta Sigma Phi, Chairman.

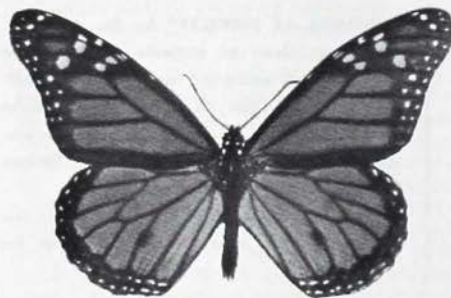


*The climate of our planet supports more than man himself—and each representation of life, be it fowl, fish, animal or vegetarian, is worthy of man's curiosity . . . for these are "neighbors" sharing one mysterious function that no human knows how to synthesize. Life is abundant and profuse, in a million different forms. It is around you and about you and inside you. It is at the same time, the commonest yet least known of all the mysteries.*

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the quill and scroll*

The idea of banding or tagging animal life has become well established in the minds of Americans. Thousands of birds are banded by volunteer workers with aluminum rings, each bearing its own number which is filed in the records of the U. S. Wildlife Service. Hundreds more report to the Wildlife Service when they pick up a dead banded bird. Hunters report the numbers of banded game birds to their local game clubs or state game departments. Fishermen also report when they catch a tagged fish and in some cases even receive prizes. The latest research includes the use of sprayed dye—and it is increasingly common to see a purple-spangled gull or a green-abdomened duck.

But the tagging of butterflies may seem a strange project to many, and yet it has become a valuable scientific experiment in recent years, particularly in the case of the Monarch butterfly. The Monarch is a relatively common, medium-large, handsome, orange and black butterfly found all over the



United States. Just as the birds move south with the changing season, the Monarch migrates each year. In the fall months thousands of these butterflies gather at Monterey, California. The branches of trees actually bend under the weight of the accumulated butterflies. This concentration of Monarchs has become so well known that interested people fly from New England to the west coast just to witness the spectacle. Certain schools in the area give their children a holiday when the butterflies arrive.

Scientists and volunteers have been tagging Monarch butterflies in an attempt to discover the size and range of their migrations. Some people collect the larvae and pupa cases of the butterfly, keeping them in cages until the adults emerge. At this stage they are tagged and released. The tags are made of orange waterproof paper which will adhere to the butterfly's wing. They are all consecutively numbered for identification purposes. Each tag is applied by rubbing the front right wing scales of the butterfly lightly, after which the tag is folded, slipped over the wing edge and pressed gently against the upper and lower edges of the wing simultaneously. It will stay attached and will not impede the flight of the insect.

Should you have the good fortune to see a Monarch butterfly wearing one of these tags, catch it if you can. It can be easily killed by placing it in a sealed jar with cloth saturated with cleaning fluid. Send the entire butterfly with its tag attached to the Zoology Department, University of Toronto, Toronto, Canada. (The department will not accept just the tag or a report of it). You will be helping man solve one more mystery about the teeming life around us. □



## Alumni Worldwide



### Roland Gammon,

*Xi '37*, (right, above) poses with a famous friend and fellow author, Dr. Norman Vincent Peale at the American Book Publisher's Association Convention in New York City, each displaying his finest effort. Brother Gammon's book, *Faith is a Star*, is now in its third printing with a 100,000 sale in less than a year. Dr. Peale's *The Power of Positive Think-*

*ing* has sold nearly 4,000,000 copies in 10 years. Brother Gammon is a former Life magazine editor, a widely known religious author and President of Editorial Communications, Inc. in New York City.

He has just been appointed religion editor of the North American Newspaper Alliance and will write a weekly syndicated column starting in September. The column will be distributed to more than 100 NANA sub-

scribers and will be offered to non-subscribing newspapers in "open" territory. Under the title, *Faith Is A Star*, these articles will be devoted to first-person studies of the religious philosophies of luminaries from the fields of government, politics, science, religion, entertainment, sports and the arts.

### Jere Bates,

*Iota '15* was selected as chairman of the 50th Reunion Committee at Bucknell University.

### Waldemar J. Gallman,

*Beta '21*, a Foreign Service officer from 1922 to 1962, during which time he served as a Diplomatic Secretary in Cuba, Costa Rica, Ecuador and Latvia; and as the Consul at Danzig, American Ambassador to Poland, the Union of South Africa, and Iraq; completed his service as Director General of the Foreign Service. He is presently Advisor to the Foreign Service Training Institute of the Korean Ministry of Foreign Affairs in Seoul.

### Philip Goodrich

*Beta '63*, has been in Algeria with the International Voluntary Services for the past two years. He returned to the states this spring, traveling about the east coast recruiting more men for IVS. He planned to return to Algeria this summer, marry early in the fall, and start graduate work at Purdue in September.

### John Imre

*Beta '60*, after discharge from the Army, took a tour around Europe before returning home.

**Duane Lupke,**

*Nu '52*, (far right) recently won the Fort Wayne (Indiana) Jaycee Distinguished Service Award for 1965. He was one of 15 nominees. Brother Lupke was President of Nu Chapter in 1951-52, and was among the members of the building committee in 1958-59. He is shown receiving the award from Paul Harvey, noted news commentator, who was the evening's speaker at the award dinner.

**Maurice F. Ronayne,**

*Xi '51*, was recipient of a Colby Gavel in recognition of his Presidency of the American University Alumni Association. He received his Master's Degree from the university in 1955. Colby Gavels are given to those alumni who preside over national, regional or state organizations.

**Eugene Serr,**

*Lambda '22*, is retiring from the University of California after 43 years with the university. He is widely known as a walnut specialist, and recently received a plaque from the Diamond Walnut Growers, Inc., and another from the Edible Tree Nut Department of the California Farm Bureau Federation. Controlled pollination and creation of new walnut varieties were listed among his accomplishments.

**Kenneth Vigue,**

*Xi '49* is the new Director of International Projects and Export Controls of the International Telephone & Telegraph Company. □





# The Annual Loyalty Fund 1964-65

**FINAL REPORT**—Contributors listed below complete coverage of the 1964-65 Fund. July 1964 to April 1965 contributors were listed in our May issue.

Contributions to the 1964-65 Loyalty Fund totaled a new annual high of \$4,543.84. Five hundred eighty members of the fraternity, three less than the previous year, combined to give \$543.55 *more* than last year. The average gift jumped from \$6.86 to \$7.66.

Beta Chapter not only maintained its leadership in total number of contributors (67), but broke Eta's three year reign as the dollar leader. Beta members gave a total of \$601.50 compared to Eta's \$537.00. Both chapters exceeded the known record for

total contributions from an individual chapter.

The fiscal year ending June 30 marked the fourth straight year the Loyalty Fund has exceeded the previous year's dollar receipts.

As the generosity of Kappa Delta Rho's members increases, so will the services of the National Fraternity to the graduate and undergraduate chapters. The Loyalty Fund goal for 1965-66 continues to be \$8,000. It is critical to the vitality of the Fraternity that this challenge be met. To do so, we will need the support of a much higher percentage of our alumni. Please give your stake in KDR's future your thoughtful consideration. Use the coupon on this page.

## LOYALTY FUND CONTRIBUTORS APRIL 1, 1965 TO JUNE 30, 1965

### ALPHA

Beckwith, J. N., 15  
Walch, R., 45

### BETA

Allen, R. P., 56  
Higley, R. L., 30  
Houck, J. E., 17  
Larson, G. T., 26

### GAMMA

Bull, S. D., Jr., 41

### ZETA

Arnold, A. J., Jr., 61  
Dzvonik, M. D., 63  
Paparazo, A. L., 53  
Weaver, S. H., 29

### ETA

Robinson, E. B., 27  
Vranek, L., 49  
Woods, S. H., 57

### THETA

Cook, F., 63

Kropf, R. W., 48  
Rippe, W. J., 65  
Small, M. H., 30

### IOTA

Hill, D. E., 64

### KAPPA

Witteborg, F. W., 29

### LAMBDA

Anderson, R. H., 62  
Carpenter, R. W., 60

Duerr, J., 64  
Goold, W. D., 26  
Griem, P. D., Jr., 61  
Moon, J. W., 35  
Penman, H. S., 51  
Walker, C. A., 52

### NU

Babb, J. L., Jr., 62  
Waltz, J. E., 37

### XI

Sisk, B. N., 59

## LOYALTY FUND

Mr. Robert Corrie, Treasurer  
Kappa Delta Rho Fraternity  
P.O. Box 157, Jericho, N. Y.

**\$8,000  
for 1966**

Dear Brother Corrie:

In recognition of the need for a stronger national organization, and a more active program, enclosed is my contribution for the 1965-66 Loyalty Fund.

Name .....

Street .....

City ..... State .....

Chapter ..... Year of Graduation .....

Amount of Contribution .....

☐ Check

☐ Money Order

☐ Cash

## Leading Chapters

## CONTRIBUTIONS CONTRIBUTORS

Beta \$601.50 Eta \$537.00 Lambda \$346.00 Theta \$332.50 Nu \$307.00

Beta ..... 67 Lambda ..... 48 Zeta ..... 45 Eta ..... 43 Nu ..... 42



A service provided in one issue per year, which lists addresses of members living outside the 50 states. If your name, or the names of others you know, should be included, please notify Executive Secretary A. Lawrence Barr, 481 North Dean St., Englewood, N. J. Addresses are accurate as of July 15, 1965.

## verseas directory

### PUERTO RICO

Jose Manuel Marotta, Pi '57  
Box 73  
**Certral Aguirre**  
Ruben A. Sanchez, Eta '67  
P.O. Box 453  
**Hato Rey**

Robert E. Walker, Kappa '55  
P.O. Box 1113  
**Hato Rey**

Rafael L. Franco Garcia, Pi '51  
Ponce de Leon 1663, Stop 24  
**Santurce**

### AFGHANISTAN

Marshall E. French, Nu '57  
c/o Peace Corps Representative  
American Embassy, **Kabul**

Harold E. Richardson, Delta '20  
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**Kabul**

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Henry M. Pfahl, Zeta '36  
Montes Grandes 1000  
Acassuso, F.C.N.G.B.M.  
**Buenos Aires**

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Howard G. Neuberg, Eta '52  
Educational Exchange Unit  
American Embassy  
14 Schmidgasse  
**Vienna VIII**

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Mercantile Bank & Trust, Ltd.  
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R.R. 1, **Kettleby**  
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2435 Edward Road  
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**Toronto**

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**Bale D'Urfe**

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**Knowlton**

John Conradi, Alpha '60  
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**Town of Mount Royal**

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Kader Co., Kings Road  
**Hong Kong**

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**Barranquilla**

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Peace Corps, c/o American Embassy  
**Bogota**

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**Bogota**

Ernesto Jimenez, Eta '54  
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**Bogota**

Romualdas Sviedrys, Beta '61  
Apartado Areo 9966  
**Bogota**



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Asst. Attache  
American Embassy  
Copenhagen

**EGYPT**

Dr. Harry Hoogstraal, Eta '38  
Naval Medical Research Unit  
American Embassy,  
Cairo

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c/o The Badger Co., Ltd.  
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Aldwych W. C. 2  
Robin A. E. Shaw, Nu Hon.  
Ardale, N. Stifford, Grays  
Essex

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165 Chemin du Roucas Blanc  
Marseille  
Sod Aviation, Nu '49  
St. Martin de Tooch  
Toulouse, Hte. Geronne

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Gerokstrasse 17  
Stuttgart

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Metropoleosi, Athens

Clearchos H. Donias, Sigma '57  
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Souphlion, Evrou

**GUAM**

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Agana

**IRAQ**

Malcolm H. Small, Theta '30  
c/o Iranian Oil Refinery Co.,  
Abadan

**IRAQ**

Prof. Clarke B. Loudon, Beta '17  
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Al-Hikma University  
Baghdad

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Kingston

**KENYA**

Kishorilal Shah, Beta '67  
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Nairobi

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American University of Beirut  
Beirut

**MALAYSIA**

Lai Seng Yeoh, Beta '60  
Standard-Vacuum Oil Co.,  
Port Swettenham, Selangor

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Maxwell D. Lathrop, Jr., Rho '32  
Erongaricuaro  
Michoacan

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Amsterdam

**OKINAWA**

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Naha

**PAKISTAN**

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Rawalpindi

**SWITZERLAND**

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M. S. Mission  
Geneva  
Steve A. Kusak, Gamma '41  
Seestrasse 219, Kusnacht  
Zurich

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Bangkok

Keith F. Young, Sigma '49  
c/o Foremost Dairies, Bangkok, Ltd.  
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Robert L. Peters, Gamma '49  
W.E.C. Mission  
Raheng Tak

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Pilot Sokar  
Basin Evleri—B. Blok 6  
Cankaya, Ankara  
Erol Mumin Kirayoglu, Sigma '64  
56 Evler Saadet Cad 128  
Sasmun

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c/o American Consulate General  
Kampala

**UNION OF SOUTH AFRICA**

Peter S. Newton, Alpha '36  
51 Jeffcoat Ave.,  
Bergvliet, Cape Province

**VENEZUELA**

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Apartado 2726  
Caracas  
William Ganscopp, Rho '38  
Creole Petroleum Corp.  
Jusepin, Monagas  
Clyde A. Walker, Lambda '52  
c/o Creole Petroleum Corp.  
Apartado 234  
Maturin, Monagas

## THE SOUNDING BOARD

The Executive Secretary speaks out  
in his own permanent column.

*Regularly scheduled airlines serve millions of passengers yearly and maintain one of the best accident records of all public carriers, but every time a major plane crash occurs, public confidence in air travel sags alarmingly. The good record is forgotten in the face of an isolated disaster.*

*Fraternities share this dubious distinction. Upstanding records of thousands of chapters can be shattered whenever an isolated incident gains scare headlines. Public awareness of the commendable features of fraternity has never been of the best, and every weakness so spotlighted does irreparable damage.*

*It is encouraging to know that, despite adverse publicity, airlines and fraternities are both at their peak growth in 1965.*

At the start of another academic year we must again place the values of fraternity on line before those for whom the system will prove most valuable: the rushee.

*page sixteen  
the quill and scroll*

At the last annual N.I.C. Convention, Dr. David Henry, President, University of Illinois, and a member of Phi Kappa Psi, addressed the opening session, saying:

*"The Fraternity was born in idealism. Brotherhood, friendship, the moral virtues were not merely words for the ritual; they were the founding precepts . . . We hope that every student will learn that life is growth, that the mind stretched to encompass a new idea never returns to its former size (Holmes), that the soul stretched to encompass understanding of one's fellows never returns to shallow prejudice or ungenerous impulse; that ideals give perspective to knowledge, and wisdom is worth the search."*

At the convention banquet, the Honorable Mark Hatfield, Governor of Oregon and a member of Beta Theta Pi, referred to "distinctive idealism" characteristic of most college fraternities, which

*"sustains the ethical assumptions upon which our society was founded. Of all our organizations, the college fraternity system is uniquely equipped to provide the leadership and environment for this important facet of the human personality. It can and does provide the stimulus of ideas and ethical assumptions which become the basis for a new and renewed spiritual dimension in the life of its members."*

*After all, this is the basis of true brotherhood. If there is a great need today, it is to recognize once again that there is in this mystical unity of man with man a great concept of service, a recognition that we are our brother's keeper, that we have been born to serve, not self alone, but our fellowman."*

Does *our* fraternity continue to pay full tribute to the high ideals which prompted the founding of KDR 60 years ago last May? Have our alumni been actively teaching and maintaining the standards which triggered our rapid expansion in the early 1920's? World War II and the Korean conflict caused dislocations, scars of which are still upon us, but the last few years have witnessed alumni stepping forward in support of the Loyalty Fund, alumni corporations and associations, and individual chapters. As you, the alumnus, devote a few or more years of your time to raising the quality of your chapter's contributions to the campus, Kappa Delta Rho can become a model for fraternities wishing to resist the stampede to colossus. For the chapter's strength will determine the fraternity's strength. Only with *your* maturity and wisdom can we meet the basic challenge stated by Dr. Henry:

*"How the fraternity may improve its group quality as a means of personal growth for the individual . . . Fraternities must decide whether they will make an effort to hold the graduate student and create an environment hospitable to his interests."*

Your support of rushing in your chapter, and all chapters, will ensure that outstanding material is directed toward KDR. Whether you check your local high school to determine the college destination of seniors, or whether you set up or attend summer rush parties for local students and alumni, your service will do much to spread an awareness of KDR. The incoming freshman cannot help but benefit from the opportunity to ask questions of undergraduates and alumni.

*continued on page 28*



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## Good Grades = Scholarship\*

CERTAINLY one of the most alarming and persistent clichés in current fraternity and sorority journals is that *scholarship* and *good grades* are synonymous terms. Local and national chapter scholarship chairmen encourage members to strive for "top grades" and tell them that such an accomplishment is an accurate measurement of learning and success, and will bring praise and honor to those who attain superior grade point averages and to the fraternity system as a whole.

I suggest that those who automatically think and preach such advice, stop and carefully consider the meaning of the two words *scholarship* and *grades*. Any intelligent mind

balks at the simplicity and neatness of the good-grades-equal-scholarship formula. Even a fleeting analysis points up the absurdity and danger of the overwhelming accent on grades in American education. A brief but careful examination of what scholarship and learning are all about will also lead to a realization of the positive and impressive role which fraternities and sororities can assume in education.

Grades, supposedly accurate reflections of academic progress and accomplishment, have become a dangerous and corruptive aspect of American higher education. With the

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\*ABOUT THE AUTHOR: F. Xavier Baron is an alumnus of Southwest Missouri State College, and a member of Sigma Pi Fraternity.

He is presently a student in the Graduate College of English at the State University of Iowa. This article appeared originally in The Emerald of Sigma Pi and

is being used with permission of the editor. We are reprinting it because of its well-thought-out approach to a critical problem in today's educational climate.

rapid growth of student enrollments in colleges and universities, fixed grades as final evaluations of success or failure in academic experience have unfortunately become the exclusive standard of scholastic achievement. Many educators and thinkers have realized this and have criticized the system and offered positive suggestions for its improvement. President Howard R. Bowen of the State University of Iowa, in an address to the annual convocation at Grinnell College in speaking of modern education as a "numbers game," has remarked:

In short, our system tends to reduce everything about a student to a few key numbers.

In describing a particular student, we often say something like this: "Steve Martin? Oh yes, he was 35th in a high school class of 280, he scored 553 on the verbal and 610 on the quantitative College Board tests, his college grade point average was 2.85, and he scored 575 on the Graduate Record Examination." There you have the biography of Steve Martin reduced to the stark essentials. No nonsense about his curiosity, his moral fiber, his dreams and aspirations, his social consciousness, his human decency, his imagination, his philosophy of life, or his aesthetic sensibilities. These things cannot readily be measured . . . and so we tend to ignore them in our description of Steve Martin, and to concentrate on the quantitative and the measurable—however incomplete they may be in describing a complex, many-faceted human being.

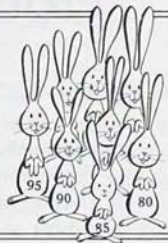
Steve Martin, knowing that he is going to be judged, perhaps all his life, by his

test scores and grade point averages, tends to guide his activities toward maximizing these numbers. These numbers become a major preoccupation, and he tends to ignore or to play down other facets of his character and other interests in order to concentrate on getting good numbers. Otherwise, he risks, or thinks he risks, being forever submerged in the competition for the rewards of life. Thus, he gets caught up in what may be the ultimate in conformity.<sup>1</sup>

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THE NUMBERS GAME  
*Modern education tends to  
 reduce everything about a  
 student to a few key numbers.*

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A failure to realize the obvious limitations of simple numbers in accurately reflecting a student's potential or actual advancement or accomplishment in the pursuit of truth, is a gross error. It is a dangerous oversimplification and a fundamental weakness in modern education. This misguided equating of *good grades* with *scholarship* has more disturbing complications because these "numbers" have become not only "status symbols" but, in the eyes of many, a sure index of character, ability, and disciplined effort. They have done much to encourage the competitive "rat race" which sums up much of American higher education.

Students do not come to college, nor are they encouraged by their parents and "elders" to come to college, to learn. They come to make *grades*. In this frenzied, often absurd pursuit, most all private, social, cultural, and intellectual development is discarded. For some, the so-called "dedicated students," everything, even dates and sports activities, is put aside. Grades become a student's primary concern; independent intellectual development is forgotten. President Bowen points out:

The atmosphere of college life is hurried, frenzied and filled with little deadlines: we do not achieve the calm that is necessary for serious, contemplative study, or that is essential to fruitful discussions, or that is needed if individuals are to be able to follow their interests. We tend to sacrifice qualitative excellence for rigid quantitative standards.

The examination procedures on which our grades are based do not motivate students towards true scholarship or towards a coherent liberal education.

The work of the student is scheduled in detail almost day to day, with the result that he has little opportunity for initiative and little responsibility to pursue his own education through his own interests. The present system places a premium on conformity, on following instructions, on meeting specific short run assignments. This is true to the unbelievable extent that it is rare for a student to read or to write except in response to specific assignments.<sup>2</sup>

Test scores in specific courses are the basis for grades and these in turn make up what



Dr. Harold Taylor has termed "the student's biggest statistic of them all, the entire sum of his life—the cumulative grade point average."<sup>3</sup>

The primary concern of the majority of students for grades necessitates the cramming, cheating, and regurgitation of notes and facts which comprise the preparation and taking of tests. The fundamental inaccuracy of test scores, and thus grades and grade-point averages, become clear when one asks just how some 45 hours of a semester's lecture periods can possibly be "returned" to the professor in one to two hours of a test period.

But this does not matter; American education is so busy measuring and evaluating academic accomplishment by tests and grades that it has forgotten the concept of education conceived of as a quest for truth and excellence. Oscar Handlin, speaking of American education, states: "The whole process thrusts an uncongenial role upon the instructor. His function as a teacher becomes subsidiary to that of the grader; he is judge rather than counselor, impartial arbiter rather than ally of the student. That, too, distorts the meaning of education."<sup>4</sup>

This passion for grades and the tests which supposedly indicate these grades are antithetical to real intellectual development and academic progress. President Bowen remarks that: "Scholarly work . . . is a far cry from the usual examination which imposes a rigid

time limit and requires rapid recall, split second judgments, and hastily composed answers. An examination in the spirit of scholarship requires time to organize ideas, to explore issues and implications, to consult sources, and to compose coherent reports representing one's best thinking and one's best diction."<sup>5</sup>

The most unfortunate effect of the attention to grades is impersonalization and de-



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CRAMMING: *In the frenzied, absurd pursuit of grades most all private or social cultural and intellectual development is discarded.*

---

humanization. The growing use of the multiple choice entrance examinations and objective tests, discourage the student's confrontation with ideas, direct products of human thinking, and encourage a fleeting and meaningless collection of dehumanized facts. When a student is taught, indeed ordered to think in terms of concrete, absolute answers he develops an intellectual attitude which is in vigorous and decided opposition to the truly educated mind.

The really important problems and questions of life—which make life for the intel-

ligent both tormenting and exciting—cannot be definitely and finally answered at all, and certainly not in a word, short phrase, or formula. Practicality and the grossly misunderstood and misapplied "scientific method," which in part have brought fixed grades and definite answers to primary importance in American education, have cheated the capable potentially intelligent young minds of our students. Collegiates must spend little time asking themselves *why* or even *how*; they must concentrate on *what*, and *how many* and *who*.

Oscar Handlin remarks:

Only the reckless will dare not to know the right answers as the grader expects them, or allow questions to draw their thinking in unexpected directions. . . . They learn to remember; to be accurate, neat, and cautious. But they are rarely called on to use their ability autonomously or speculatively, to deal with situations in which the answers are not known but must be discovered. . . . *The good boy is he who matches up to his teacher's previously formed standards. But is he the one likely to grow into the man of achievement?*

Unless he learns somehow to locate himself by his own standards, a blast of awareness, in school or later, will blow him off his course.<sup>6</sup> (*Italics the author's.*)

The intelligent mind is a tolerant mind because the person so gifted has a healthy respect and awareness of his ignorance. He realizes that there are vast amounts of quan-

titative and qualitative material about which he knows very little; indeed, about which he may know nothing.

One of the saddest results from the heavy accent on grades in modern education affects those who make good grades, not those who fail. How sad it is that the student with an "A" in Shakespeare, or Political Science, or Physics, leads himself to believe that the "A" signifies that he has mastered the subject. He now knows all there is to know. If one asks for proof, he can point to his *grade*. This egotism breeds bigotry and intolerance. The mind plagued with the curse of good grades is dangerously close to a final "snapping shut." The person becomes impervious to new ideas; his curiosity is killed. After all, since his "A" (or his 4.00 GPA) shows that he knows it all, why should he bother to further ponder and evaluate? Just as he has mastered the answers on the test, he has all the answers. There is no need for further questioning.

But as Henry Steele Commager points out: "There is no fixed body of truth about politics, history, economics, or law, any more than about physics, biology, or medicine. It is not the business of the university to hand down a body of agreed-on truths, or to indoctrinate the young. If, in a moment of folly, the university or its professors attempted to do this they would fail, for young men and women intelligent enough to get into a university are too intelligent to submit tamely to indoctrination."<sup>7</sup>

The student is led and then trapped into a false evaluation of who he is and in what his character and abilities consist. In his obsession with his "accomplishment" and blinded by the misguided praise of parents, educators, employers and scholarship chairmen, he necessarily becomes narrow-minded, egotistical, and in the only *real* sense of the word, sadly ignorant. He cannot come to grips with himself, because he has a dis-

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STUDENTS ARE TRAPPED  
into a false evaluation of  
their characters and abilities.  
They become narrow-minded  
and egotistical.

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torted and inaccurate view, based on a ridiculous numerical or letter symbol, of who he really is. Because his intelligence and accomplishment are based on numbers or figures he has reached a point of pseudo-maturity, which is synonymous with ignorance. Antoine De Saint-Exupéry makes his point well when he tells us in *The Little Prince*:

Grown-ups love figures. When you tell them that you have made a new friend, they never ask you any questions about essential matters. . . . Instead they demand: "How old is he? How many brothers has

he? How much money does his father make?" Only from these figures do they think they have learned anything about him.<sup>8</sup>

If he were writing today perhaps he would have added these questions: "What did he make on the test? What did he get out of the course? What is his grade-point average?"

The fraternity system, at least as it could and must be, can play an enormous role in correcting this deplorable development. It must be emphatically stated that thoughtless and oversimplified advice to "make good grades" can encourage the ignorance and intolerance about which I speak. This "advice" is too simple, too neat, too sure fire. Its finality and absolutism is a direct product of the "answerable" attitude to education which is the antithesis of the objectivity, curiosity, and respectful love of truth and learning which constitutes an idea of education based on the careful and disciplined pursuit of excellence and the development of responsibility.

The fraternity system ideally encourages two main aspects of character development which are essential to the cultivated and intelligent individual—commitment and communication. The exclusive concern with grades produces a slavish conformity. This conformity is difficult to combat because more often than not a student does not *choose* to come to college. How can he develop independence and necessary individuality when he has, in effect, been *forced*

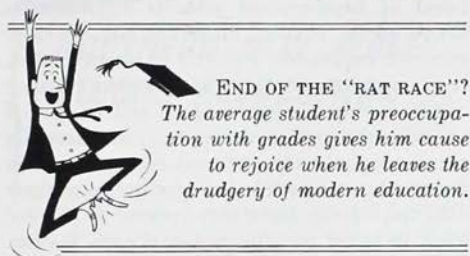


by parents, the *desire* for a good job with high salary, and the nebulous but real *pressure* from society in general which says that one "must have a college degree." Because a young man freely chooses to join a fraternity he exercises a responsible independence of judgment which, after being further developed through commitment and communication, becomes the basis of intelligence, culture, and educated responsibility.

The fraternity and sorority are ideally set up to counterbalance the egotism and selfish pursuit of grades which modern education has fostered. The fraternity encourages, indeed it requires, that its members learn to care about something other than themselves. The most significant and impressive aspect of the fraternal system (as it should be) is that it teaches an individual to be concerned with the good of the whole and to work for that good. No fraternity, local or national, can exist unless its men are willing to work for the good of the whole, not seeking what they can gain but investigating how they might serve and give.

To feel that one's own problems and affairs are of paramount importance and to fail to realize that there are larger concerns which must be dealt with is one of the clearest signs of immaturity and ignorance. The student who learns that on occasion he must put aside these selfish interests in order to deal with fraternity matters, has realized a major and fundamental aspect of just what education is all about. Because a stu-

dent becomes involved, indeed perhaps often even obsessed with his fraternity, he becomes aware of just how important commitment and the development of responsibility are. This tends to correct the narrow-minded, intolerant selfishness which one finds in the immature and irresponsible man. Since the fraternity can and does inspire its members unselfishly to give of their time and ability, it is a positive and vital force of education.



END OF THE "RAT RACE"?  
*The average student's preoccupation with grades gives him cause to rejoice when he leaves the drudgery of modern education.*

S. T. Kimball and J. E. McClellan, Jr., in their book, *Education and the New America*, explain that by *commitment* they mean that a person "has a rather clear goal or purpose in mind that he is willing to work hard and sacrifice present enjoyments for the sake of that goal or purpose."<sup>9</sup> A pursuit which can so motivate the student to preclude for a time, and thus balance the absurd and egotistical pursuit of a grade-point average, is fundamentally worth-while and valuable in the maturing process of learning. The contribution to the good of the whole and the active involvements with something besides

oneself, which active fraternity membership necessitates, is invaluable to the development of intelligence and responsibility.

Closely connected with commitment and the acceptance of responsibility which involvement brings, is the development of communication with our fellow man. Education is largely a process of losing self and becoming unselfish by becoming involved with mankind by communication with them through ideas and identification. Paradoxically, this loss of self leads directly to a finding and a realization of self. Involvement with the concerns of the fraternity as a whole is exactly paralleled by the involvement with issues and ideas which mutual communication entails.

Few other organized aspects of modern education can rival the fraternity for the encouragement of disciplined, tolerant and varied exchanges of view. The fraternity system would indeed squelch individuality—which it does not—if it were not for this function. The genius of the system lies in the fact that within the bonds of the fraternal brotherhood, a vast collection of differing tastes, attitudes, and convictions can be openly and heartily expressed and discussed. The development of orderly and clear opinions (preferences) is fundamental to the development of intelligence. A system which encourages the communication of these individual tastes and ideas tempered with tolerance and mutual respect—and the fraternity system does this, formally in meet-

ing and casually in "bull sessions" and socializing—plays a major role in the process of learning and maturing. Unfortunately the classroom seldom accomplishes this. In his article "Are the Colleges Killing Education?" Oscar Handlin points out that the modern academic process "destroys the intimacy of a relationship in which the older person conceives his role as that of helping the younger, in which the younger can turn to the older for aid and advice *without fear of being evaluated in the process.*"<sup>10</sup> (Italics the author's.)

The development of intelligence can potentially grow enormously in the stimulating exchange of views which the bond of brotherhood provokes and unharnesses. The art of expression of thinking in writing and conversation lies at the basis of the intelligent and educated mind. Laurence Stern once sagely observed that: "Writing, when properly managed, is but a different name for conversation."

The discovery and acknowledgment of the relationship of self to others and the solidification of that relationship by coherent expression is at the very heart of education. Because good conversation grows from disciplined concentration, curiosity for and interest in all knowledge and a humanistic and tolerant desire to share the exciting information thus derived, it is the very essence of intelligence and one of its noblest effects. Certainly the mechanical techniques of ef-

fective presentation and the sometimes painfully forced control, bred from genuine tolerance, are necessitated. Properly disciplined so that the level remains high, conversation, as in fine writing, is one of the most significant causes and effects of developed intelligence. Herein lies its connection with real attractiveness and interest-appeal which makes it one of the chief ingredients of the really attractive men and women of our experience. Because the fraternity system, through the bond of brotherhood and its attention to man's social nature, promotes the development of expression fostered by involvement, it is important in the student's education.

Scholarship chairmen often tell us that if we keep the *grades* of fraternity and sorority members above the national averages we can do much to squelch the persistent adverse criticism of the fraternity system. As I have tried to point out this is too simple. Rather we should strive to activate the potential development of real intelligence and edu-

cation by encouraging commitment and communication. Try reading and thinking and becoming involved with something other than test material and grades.

I suggest that perhaps the real beauty of the fraternity's role in developing *really* educated young minds is that it is intensely enjoyable (as education should be!) and immensely rewarding. An intelligent individual will not look, indeed he is not actually interested in looking, at test scores, grades or grade-point averages in assessing his fellow man. When I think proudly and fondly of my fraternity brothers, both locally and nationally, I think in terms of their sacrificing unselfishness, their intelligent tolerance, their electrifying curiosity. More often than not they have shown their willingness to commit themselves and their concern to communicate their ideas. They are truly educated, in the finest and noblest sense of the word, and their individual characters, not their grades, point up their accomplishment. □

# NOTES

<sup>1</sup> Quoted in *The Daily Iowan* (April 10, 1964) p. 2.

<sup>2</sup> *loc. cit.*

<sup>3</sup> Taken from a lecture at the State University of Iowa, quoted in *The Daily Iowan* (November 15, 1963) p. 1.

<sup>4</sup> Oscar Handlin, "Are Colleges Killing Education?" *Atlantic* (May, 1962), p. 45.

<sup>5</sup> Quoted from Part II of the speech in *The Daily Iowan* (April 11, 1964) p. 2.

<sup>6</sup> Handlin, *op. cit.*, pp. 42-43.

<sup>7</sup> Henry Steele Commager, "Is Freedom An Academic Question?" *Saturday Review* (June 20, 1964), p. 56.

<sup>8</sup> Trans., Katherine Woods (New York, 1943), pp. 17-18.

<sup>9</sup> Solon T. Kimball and James E. McClellan, Jr., *Education and the New America* (New York, 1962), pp. 9-10.

<sup>10</sup> Handlin, *op. cit.*, p. 45.



## ALUMNI ASSNS.

### NORTHERN NEW JERSEY ALUMNI ASSOCIATION

This Association, under the able hand of Ken Gesner, Xi, is presently the most active among our associations. After a modest start in August, 1964, the Association has progressed through various dinners, including the first annual meeting on Founders' Day. Each dinner has produced new faces as well as an expanding core of returnees. The first annual meeting included voting for officers and by-laws.

The meeting on July 14th had a sizable turnout, taking into consideration summer vacations and the other evening activities. Chapters represented: Alpha, Beta, Delta, Eta, Iota, Xi, Rho, Pi, Psi. Fruitful discussion was held on the goals of the Association. Cass Lightner, Xi, serving as Meeting Chairman, suggested that the Association could do much to improve public knowledge of fraternities by doing service projects and

having the local newspapers carry the publicity. Besides the function served by "KDR a go-go," interested alumni have the opportunity to work on expansion in New Jersey, and summer rush programs for the campuses where this is legal. This meeting also produced an interest among the wives to gather separately after dinner to play bridge, discuss projects, or just avoid the husbands' discussion.

Further activity can be seen in the regularity of meetings and the forthcoming incorporation. The latter is being handled by Bruce Byers, Alpha, an attorney and class alumni secretary for Middlebury. After the August 31st dinner, the Association will meet regularly on the first Tuesday of each month in the Colonial Room of the Red Lion Inn in Hackensack, New Jersey. Cocktails start about 6 P.M., dinner is served promptly

at 7:30, the meeting starts at 8:30, and ends promptly at 9:30. Annual dues are \$5.00, obviously necessary for handling mailings to the 350 KDR's in the area. Checks may be sent to Robert J. Fox, Rho, 421 Passaic Street, Hackensack, New Jersey, in case the mailings have not reached you. A few people can be accommodated without reservations, in case you happen to be in the area.

Now is the time to support the Fraternity which you enjoyed as an undergraduate. Your chapter will benefit by your activity. Reserve the first Tuesday of every month for KDR.

#### Association officers:

Kenneth R. Gesner, Xi.....*President*  
Bruce K. Byers, Alpha....*Vice-President*  
Robert J. Fox, Rho.....*Treasurer*  
Donald K. Wilson, Pi.....*Secretary* □

## ALUMNI ASSNS.

### CHICAGO ALUMNI CLUB

*The idea of reactivating the Chicago Alumni Group began when Directors John Padget and Tom Pyle were transferred to that area by their respective companies. During the Midwest Conclave, Alternate Director Dick Nolan received a call asking that undergraduates be approached regarding rushing in the Chicago area. Many Chicago stu-*

*dents attend mid-western schools in which we have chapters and colonies but too few become KDR's. An organized rushing effort by the alumni would not only answer this problem, but would give an association some goal other than a social one. Most of this article has been taken from Brother Nolan's comments on developments.*

*Scenes at the Founder's Day Dinner held on May 20th at the Como Inn. Illustration to the immediate right is of the speaker's table. Left to right, Dick Nolan, President Padget, Tom Pyle and Dean O. D. Roberts.*





For many years the Chicago Alumni Group has consisted almost entirely of Eta alumni. This nucleus needed balancing with more of other chapters' alumni living in the area. John Padgett and Tom Pyle met with C. O. Bernard, who for years has helped plan Eta social events. The three began with the *Quill & Scroll* mailing list, both writing and phoning members in the Chicago area. O. D. Roberts was approached regarding after-dinner remarks and discussion and was pleased to accept the invitation. May 20th became the target date for a Founder's Day Dinner to be held at the Como Inn on North Milwaukee Avenue in Chicago. The response, according to Eta men who have tried this sort of thing before, was amazing. Where they had previously been able to round up a dozen men at best, this effort succeeded in securing a group of 42, probably surpassing any other first-time record for our alumni meetings. In addition to a good response from Eta (including the chapter treasurer, Doug Garwood), Theta, Kappa, Beta, Zeta, Nu, Phi and the Bradley Colony were represented.



Dean Roberts spoke immediately following the meal, and informally presented the sort of information alumni who have been out of school a few years cannot get from college alumni magazines and homecoming speeches. He pointed out to the group present, most of whom had been out of school at least 10 years, that things have changed. He pointed out that, while today's students are certainly no smarter than their parents were when they started school, the changing times have made them more intellectually-oriented. College curricula are tougher than was the case 10 years ago, with the result that more study is required just to keep even with the game. The fraternity, O. D. said, must change to reflect the increased stress on academic excellence and must provide the atmosphere required for this. O. D. made the flat statement that fraternities are in a much better position to provide the necessary academic atmosphere while developing the other aspects of the man, than are the college residence halls.

He then commented on changes in housing at both the large universities and smaller



colleges. The group was amazed at his description of the 8-story co-ed dorms being constructed at Purdue to house the growing student enrollment. They were equally amazed that the new Pi Kappa Alpha house, opened last fall, was the first fraternity house constructed at Purdue since before the war. In addition to rethinking their role as providers of the proper academic environment, he said, the fraternities must have an eye toward basic animal comfort. Many of our chapters have a long way to go in this regard. It makes sense that a man won't live in a 40-year-old house in poor repair when he can, for the same amount of money, live in a hall that rivals the Cairo Hilton in luxury.

That point made, O. D. went on to answer questions, of which there were many. Much of the effect of his remarks on the group was due to the way O. D. has of giving a no-nonsense presentation backed up by his considerable experience in education. It was obvious that each alumnus was comparing the picture Dean Roberts presented with his own memories of college, and not coming up with a very good comparison.



We discussed at length the relatively new rushing procedures and the fact that freshmen are not exactly beating down the doors to get into fraternities.

The first step was to elect what was called, for want of a better name, a Steering Committee for the Chicago Area Alumni Club. Chairman is Wm. J. Walton, Nu '40, 6535 Forest Ave., Gary, Ind. The group as a whole agreed that quick work was necessary in order to do the chapters some good in rushing for next year. It was decided to hold a dinner meeting at the Como Inn on June 30th, to which would be invited rushees of the active chapters' choosing. Chapter participation is being stressed in this venture. We hope this will create the cooperation needed between undergraduates and alumni that is so often lacking. The chapters will provide the rushees and undergraduate members to take them to rushing functions. The alumni will coordinate the effort and provide the functions. Alumni will make contact only where a positive need is indicated. This first meeting of the now-enlarged Chicago Alumni Group evinced a new attitude of cooperation between undergraduate and alumni members that could build an effective and strong base for renewed activity in the heart of the country. We look forward to hearing of further developments as they occur.

### **... AND THEY OCCURRED!**

*Just before we went to press with this issue we received the following account of the June 30th meeting, which turned out to be a great deal hotter than originally anticipated!*

Over 60 KDR's and their rushee guests assembled at the June 30th summer rushing meeting at the Como Inn. As the party was

about to complete the soup course, someone smelled smoke. A glance at the rear of the second floor room showed smoke and flame pouring up a shaft used to raise food from the kitchen to the dining rooms. After some milling about, KDR's past and possibly future headed for the sidewalk through thick smoke which had already enveloped the lower floor of the restaurant. The blaze turned out to be a 2-11 alarm affair as firemen had trouble reaching the source. Damage was estimated at \$5,000 plus and no one was injured.

But what of the KDR's on the sidewalk? After several hurried phone calls, the group headed for Johnny Lattner's Steak House in the Loop. Between the Como Inn and Lattner's, the party lost some 10 persons—not bad considering the confusion. Once settled, the group regaled the waitresses and customers alike with fraternity songs while enjoying excellent beef served by Lattner, a former Notre Dame All-American football player and Heisman Trophy winner.

Speeches were brief with the main points of fraternity life, and particularly KDR, emphasized by President John Padgett. There were short reports from undergraduate members of Eta, Nu and Theta chapters and the Bradley colony.

Members of Bill Walton's Steering Committee are: C. O. Bernard (Eta), Gene Bristow (Phi), John Geshkovich (Theta), George Korecky (Eta), John Padgett (Beta), Tom Pyle (Zeta), Ron Reinking (Nu), Paul Sisco (Eta) and Lee Vranek (Eta).

Charles Percy, Chairman of the Board of Bell & Howell, and 1964 Republican candidate for Governor of Illinois will be the guest speaker of the Club on September 23rd, the next meeting date. □

## **CHAPTER ETERNAL**

### **Burton C. Hinline,**

*Theta '42*, Director of Process Manufacturing of the Xerox Corporation, passed away on April 20, 1965 at the age of 47. He had been hospitalized for three weeks and had undergone two operations for ulcers. Brother Hinline had been with Xerox since 1950 and had been active in the Rochester, N. Y. area in Kiwanis and Boy Scout work.

### **Grant W. Johnson,**

*Alpha '26*, Assemblyman for Essex County (N. Y.) and one of the speakers for KDR's 50th Anniversary celebration, died suddenly after reportedly suffering a stroke on June 7, 1965. He was one of the most popular members of the New York State Legislature and a member of the powerful Rules Committee; Chairman of the New York-Vermont Interstate Commission on the Lake Champlain Basin; member of the Public Institutions Committee; and Vice Chairman of the Joint Legislative Committee on Interstate Cooperation.

### **Dr. Louis C. Young,**

*Eta '26*, a physician in Taylorville (Ill.) since 1930, suffered a heart attack in his home and was pronounced dead on arrival at the hospital early in July. He was a member of the A.M.A.; American Academy of General Practitioners; and served on many community, medical and veterans posts. In W.W. II he served as a major in the European Theatre and was decorated with the Silver Star and four Bronze Stars. □



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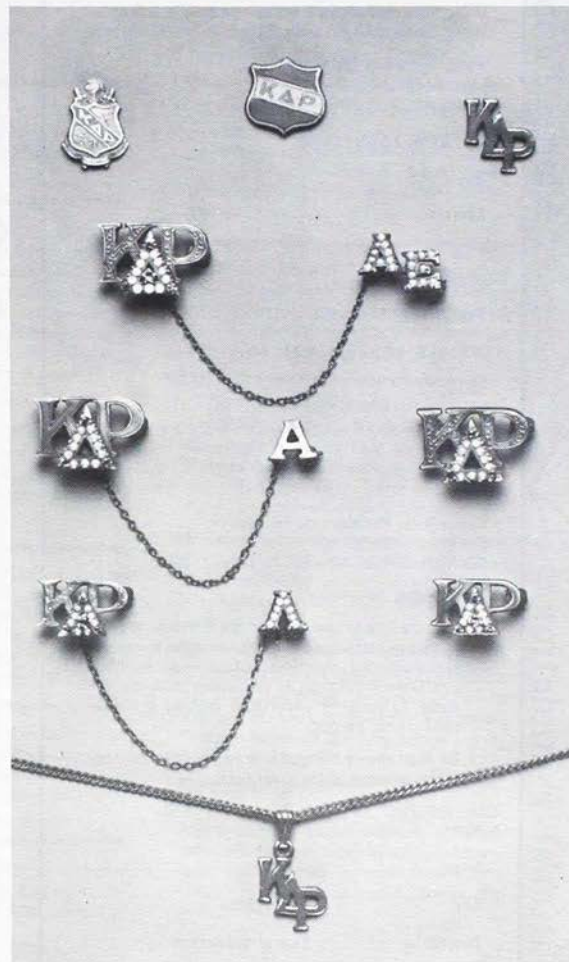
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**Capt. Theodore Dake, Jr.**

*Phi '52*, Air Force flight surgeon with the Commandos has been awarded the Bronze Star for meritorious achievement while engaged in conflict with the Viet Cong in Viet Nam. He is currently assigned to a Tactical Air Command unit at Hurlburt Field, Florida.

**Everett L. Masterman, Jr.**

*Xi '55*, has been promoted to Senior Master Sergeant in the Air Force at Van Nuys Air National Guard Base, California.

**Cadet William F. Mulcahy**

*Eta '66*, has been assigned to Bunker Hill AFB, Ind. for junior officer training. He will be a third year cadet at the Air Force Academy this fall.

**Newly Commissioned Officers:**

Evans W. Moore, *Pi '65*; Vincent Majkowski, *Pi '65* (Alternate Director); William D. White of *Nu*; Carlton J. Fullmer, *Psi '64*; Dwight G. Peterson, *Beta '64*.

**Graduates of special courses:**

2nd Lt. William Koelm, *Eta '64*, (pilot's wings); 1st Lt. Kenneth J. Lawrence, *Zeta '63* (electronic warfare); Airman 3rd Class Clifton R. Long, of *Epsilon* (survival and special training); Airman 3rd Class Robert H. West, *Sigma '64*, (jet engine mechanics).

*page twenty-eight  
the quill and scroll*

**The Sounding Board**

*continued from page 16*

As you serve your Fraternity, you serve your college or university.

The man who joins Kappa Delta Rho states to the world that he is willing to be more than average. He sacrifices his right to mediocrity and conformity when he swears to uphold the ideals of Kappa Delta Rho. He accepts the concept of our Judaeo-Christian heritage that "I am my brother's keeper." As we move into our second sixty years, we will grow and prosper, recalling our "Credo," written by George Shaw, Alpha '10, Director Emeritus and Mr. KDR.

*Since the Beginning, wherever men have come together, there have I been.*

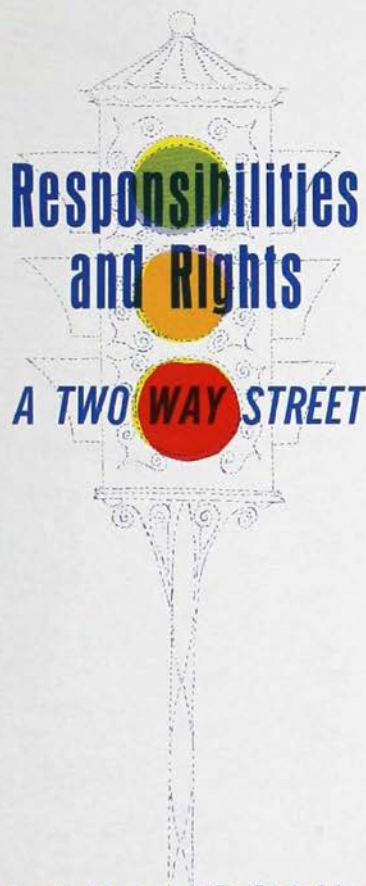
*My membership is legion. From the humble home and from the stately mansion; from the rolling farms and from the noisy factories; from the East and West and North and South have my followers come.*

*They who understand my meaning have followed in the footsteps of the Man of Galilee. In peace, they have been their brother's keeper, and in the agony of war, their blood has enriched the Fields of Flanders and reddened the sands of the Pacific.*

*Their reward has been the Inspiration of their Youth; the Driving Power of their Manhood; the Memories of their Maturity. They have fought the good Fight and of these, my sons, I am justly proud.*

*Who am I? My name is Fraternity. And because I have given Man that which he craves, I shall endure. My sons shall neither falter nor fail. They shall add new lustre to my name.* ☐





Reprinted Courtesy of The Triad of Acacia

**TO ACCEPT THE BENEFITS FRATERNITY** offers each member. Then to multiply them and hand them on intact or better to those who follow. The Fraternity has many decades of accumulated wisdom and benefits to offer each member. The wise member receives such offering gladly.

**TO KNOW WHAT ONE IS A PART OF**—a brotherhood, a fraternity, an association. The member must study and learn all he can about his Fraternity—how it came to be and what it is.

**TO LEARN THAT HISTORY, LORE, TRADITION** can be powerful influences for good. The member must become a part of the unfolding record of his fraternity. He must write a paragraph or chapter through his own contribution to the total.

**TO DEVELOP AS A GROUP WORKER AND TEAM WORKER.** A chapter belongs to no one man. No one can operate it single-handed. In a chapter, members must pull together, cooperate, put aside petty thinking and operate and advance as a totality.

**TO ACCEPT RESPONSIBILITY.** To be a lifter not a leaver. No more need exists in personal and chapter life than for each man to do his reasonable service, take his turn at hewing wood and carrying water.

**TO HAVE IMAGINATION.** The member ought to think of how a Fraternity System, Fraternity, Chapter or pledge class can do things better. There must be no absolute or final fixed ideas.

**TO HAVE A HIGH OPINION OF THE POSSIBLE.** Many chapters have been re-

created and reborn through one leader and dedicated member.

**TO BELIEVE IN ORDER.** Revolt, riot, anarchy are ruinous. The well-ordered chapter is the by-product of well-ordered members who compose it.

**TO UPHOLD THE DIGNITY OF THE FRATERNITY AND CHAPTER** by word, action and inward and outward intent.

**TO BE SELFLESS OFTEN.** The member must have the capacity and vision to know and see a common good. The correct implication of the Fraternity and Chapter is that a man belongs to something greater than self.

**TO INCLUDE THE PERSON** in total membership in the ongoing brotherhood. The member is a brother and must be accepted and integrated into a group or association organized as a brotherhood.

**TO RESPECT THE INDIVIDUAL** and his rights and character. Each member is himself. He must conform to group ideas but must always be seen as having his individuality. He must be granted the right to dissent on a basis of honesty and pure conscience.

**TO GIVE THE MEMBER** wisdom and understanding about life, the University, the chapter, others and self. The effort must be made to make each person a wise, noble and useful person.

**TO INSPIRE THE MEMBER** to be better and to do better. Inspiration for lofty thinking and aims must emanate from the idea of

brotherhood, comradeship, mutual respect, group effort, the common destiny of all.

**TO UPHOLD HIGH IDEALS.** The member should know that the Fraternity was founded on enduring ideals. Every Fraternity and Sorority has two in common—the developing of the mind and the growth in right conduct and character.

**TO TEACH GROUP LIVING.** The group must live and work together. Each member must strive for group harmony and accord. To live peaceably with the brotherhood is a duty of each member.

**TO DEVELOP LEADERSHIP AND RESPONSIBILITY.** Each member must lead the way to the better. Each has his responsibility to the association. Achievement, financial obligations, right spirit and attitude should be impressed on each member.

**TO GIVE THE MEMBER KNOWLEDGE** of the scope, history and varied gifts of great personalities in the Fraternity's life and growth.

**TO MAKE THE MEMBER REALIZE** he is not alone. He belongs to something. He is attached. He bears the Fraternity's name and wears its badge. He is a living part of a great tradition and must be an exemplar.

**TO GIVE THE FRATERNITY EXPERIENCE** centered on brotherhood, the cultivated mind, proper behavior and gentlemanliness. Hence loyalty is taught for Country, College, Chapter, association, community and fellowman.

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